

The Effect of Combining Video Lectures and Kolb Experiential Learning on EFL Student-Teachers' Ability to Teach Communicative Coursebook and their Teaching Competencies

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Abstract

Communicative-based textbooks are developed and disseminated throughout the country. However, it is difficult for teachers who themselves have learnt English through the traditional approaches to suddenly be familiar with CLT (Communicative Language Teaching) principles and teach communicatively. Therefore, many teachers remain somewhat confused about what exactly CLT is and others familiar with CLT but unable to achieve communicative classroom teaching. Consequently, those teachers need to be introduced to the CLT principles and they need training in how to put CLT principles into practice. Accordingly, this study aims to find out the effect of combining video lectures and Kolb experiential learning on EFL student-teachers' ability to teach communicative course book and their teaching competencies (Subject matters competency (knowledge) Professional competency (Skills), and Personal competency (attitude)).

The sample is represented by (46) fourth year student-teachers at English department/evening studies/ College of Education for Women/University of Baghdad, one of the two groups of (23) student- teacher is selected as experimental group and the other as control group. An observational checklist is constructed to achieve the aim of the study. After exposing the experimental group to the video lectures combined with experiential learning phases for training and exposing the control group to teacher- centered lectures about the teaching competencies followed by their microteaching to get feedback and then both groups are assessed by the study instrument. The results of the study show that the combining of video lectures and experiential learning has an effect on the experimental group's ability to teach communicative course book and their teaching competencies. Based on the results, recommendations and suggestions for further studies are put forward.

اثر جمع المحاضرات المسجلة في أفلام الفيديو مع التعلم التجريبي لكلوب على قدرة الطالبات الملمات في تدريس المنهج المبني على الطريقة التواصلية وعلى كفايتهم التدريسية

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ملخص الدراسة

شهدت الكتب المنهجية المبنية على أسس الطريقة التواصلية تطور و انتشار في جميع أنحاء البلد إلا انه من الصعب على المعلمين الذين هم أنفسهم قد درسوا وفقا للطريقة التقليدية أن يتحولوا فجأة إلى ملمين بمبادئ تدريس اللغة بالطريقة التواصلية و أن يدرسوا بهذه الطريقة. وبذلك فإن العديد من هؤلاء المعلمين كانوا مشوشين حول ما المقصود بتدريس اللغة بالطريقة التواصلية وحتى من هم على قدر من الدراية بتلك المبادئ كانوا غير قادرين على اعتمادها في التدريس و عليه أن المعلمين في حاجة إلى التعرف على مبادئ التدريس بهذه الطريقة و التمرن علي اعتمادها في التدريس.

أن هدف الدراسة هو إيجاد اثر جمع المحاضرات المسجلة في أفلام الفيديو مع أطوار التعلم التجريبي على قدرة الطالبات الملمات في تدريس المناهج المبنية على الطريقة التواصلية وأثرها على كفايتهم التدريسية (المنهج، والمهنية و الشخصية)

تمثلت العينة ب (46) طالبة معلمة من طالبات المرحلة الرابعة في قسم اللغة الانكليزية/ الدراسة المسائية في كلية التربية للبنات جامعة بغداد، حيث اختيرت احد المجموعتان المكونة من 23 طالبة كمجموعة تجريبية والمجموعة الثانية كمجموعة ضابطة. تمثلت أداة الدراسة ببناء قائمة ملاحظة لتحقيق هدف الدراسة وبعد تعريض المجموعة التجريبية لأفلام الفيديو المصحوبة بتدريبيهم تبعاً للأطوار التعلم التجريبي و تدريب المجموعة الضابطة بطريقة المتمركزة حول المدرس متبوعة بالتعليم المصغر للحصول على التغذية الراجعة تم استخدام أداة الدراسة للتقييم المجموعتين. وبينت النتائج بان استخدام المحاضرات المصورة في أفلام الفيديو مع أطوار التعلم التجريبي لها اثر على قدرة الطالبات المعلمات على تدريس المنهج المبني على الطريقة التواصلية و كذلك على كفايتهم التدريسية . واستنادا إلى النتائج جاءت الاستنتاجات والتوصيات

1. Introduction

1.1. The Problem and its Significance

The current approach of English language teaching all over the world is communicative (The Communicative Language Teaching or CLT) (Sarwar, 2014:1). The appearance of this approach in Iraqi schools presents a problem of how the teachers can cope with it and how they can teach their students communicatively. However, reading about this approach, getting information about the teacher's role, the students' role, types of classroom interaction, classroom communicative activities and communicative teaching of grammar, vocabulary and language skills hardly provide the ELT student- teachers with clear image about the communicative classroom. Furthermore, student-teachers still suffer from their inadequate linguistic Knowledge which represents one of the teaching competencies "the subject matter".

Shawer's(2010:334, 335-336) following words gives more illustration to the problem:

Communicative-based textbooks are developed and disseminated throughout the country, but the reform hardly improved student language abilities or motivation because teachers continued to focus on teaching language forms. The new curriculum innovation has therefore failed because it is difficult for teachers who themselves have learnt English through the traditional approaches to suddenly turn their backs on familiar classroom methods in favor of newer ones furthermore a group of teachers who claimed to understand CLT are found to be neither familiar with CLT principles nor able to teach communicatively and concluded that these teachers needed to be introduced to the CLT principles. Therefore many teachers remain somewhat confused about what exactly CLT is and others familiar with CLT but unable to achieve communicative classroom teaching. Consequently, those teachers need training in how to put CLT principles into practice.

These words reinforce Harmer's (2007: 155) statement that "creative coursebook use is one of a teacher's main skills".

Therefore, exposing student- teachers to video lectures about teaching competencies and authentic teaching experiences of communicative classroom introduced by native speakers may provide them with a good chance to enhance their ability to teach the English language communicatively as well as enhancing their linguistic ability and other teaching competencies. Gebhard (2006:108) asserts that technology is used to teach English around the world. Today, videos are produced for a variety of purposes; one of them is educational use since the utilization of video technologies increase flexibility in education (Myllymäki et al., 2014:18).

Ebsworth, et al (2004:145) mention that a pre-service language teacher education program based on experiential learning theory and communicative language teaching can capitalize on the benefits of video. Furthermore, the experiential learning theory has influenced both foreign language teaching and foreign language education.

A video lecture can be as simple as uploading a video recording of an instructor discussing a topic, or it can be much more complex, being paired with a power point presentation (Osborn, 2010:1).

Competencies are important to teachers as they are levels of aptitude that are measurements for teaching ability (Pavliv, 2014:1). However, providing student-teachers with knowledge about teaching competencies are not enough to prepare professional teachers. They still need to cope with real life situations.

Therefore Kolb experiential learning theory is suggested as a model for student-teachers' training course because of its holistic approach to human adaptation through the transformation of experience into knowledge.

Experiential Learning Theory provides a holistic model of the learning process and a multilinear model of adult development. The Experiential Learning emphasizes the central role that experience plays in the learning process (Kolb and Boyatzis, 1999:2). From an experiential learning perspective, learning is a process in which knowledge is created through the transformative experience (Lai et al., 2007:327). Pursuing this further, Sharlanova (2004:38) presents the experiential learning as a process through which a learner constructs knowledge, skill, and value from direct experience, which reinforces the relationship between the experiential learning and competencies as presented by Selvi (2007:168), "knowledge, skills, attitudes, values, motivations and beliefs people need in order to be successful in a job"

Therefore, video lectures and experiential learning activities are combined to produce a reasonable solution for the problem of student-teachers' inability to imagine communicative classroom and acquire teaching competencies for teaching English language communicatively.

The challenge here is the selection of the evening studies as a sample since first, hardly this population is selected for any teacher training study before and second, this population is come near with the in-service teachers' population in that both are mixture of individuals with different ages, abilities, and their affording of limited study time and different heavy life responsibilities. Accordingly the results may be taken into consideration for in-service teachers' training courses.

1.2.Aim

This study aims to:

Find out the effect of combining video lectures and Kolb experiential learning on EFL student-teachers' abilities to teach communicative course book and their teaching competencies:

- a. Subject matters competency (knowledge).
- b. Professional competency (Skills).

1.3.Hypothesis

There are no statistically significant differences between the control and the experimental groups' student- teachers' ability to teach a communicative course book and their teaching competencies (subject matter, and professional competencies).

1.4.Limits

This study is limited to:

1. Fourth year students of the department of English language at educational colleges for women.
2. Teacher training course.
3. Iraq Opportunities, first and second intermediate classes as communicative coursebooks
4. Academic year 2013-2014.

1.5.Procedures

The following procedures will be adopted to achieve the aim:

1. The sample will be selected purposely as fourth year students/evening studies of the department of English language and then select randomly from them the control and experimental groups.
2. Video lectures will be selected from different web sites and classified according to the teaching of grammar, vocabulary, the four language skills and different teaching competencies.
3. Power point projects will also be prepared by the researcher to support the video lectures.
4. Video lectures and power point projects will represent the abstract conceptualization phase in experiential learning cycle.
5. An observation checklist will be constructed to assess student-teachers' abilities to teach Iraq Opportunities coursebook and to assess their teaching competencies.
6. The observation checklist will be given to the jury members to verify their face validity.
7. The student-teachers in both control and experimental groups will be pre tested for verifying the equivalence between the two groups.
8. The student-teachers in experimental group will be trained according to the video lectures and experiential learning phases.
9. The student-teachers in both control and experimental groups will be post tested for finding out the differences between the two groups.
10. The results will be analyzed and interpreted statistically.

1.6. Definition of Basic Terms

Video Lectures are CD and web viewable files that present lecture materials and narrative instruction from a course's instructor. They are used as additions to classroom lectures and are not recordings of classroom lectures (Brecht and Ogilby, 2008P71).

Kolb's Experiential Learning Theory posits that there are four modes that people may engage in any given experience. Kolb refers to them as, concrete experience, reflective observation, abstract conceptualization and active experimentation. The use of each of these phases leads to a specific way of approaching, understanding and acting on a problem (Turesky & Gallagher, 2011:6)

Teaching Competencies involve subject knowledge, what the teachers know about the subject they teach; pedagogical knowledge, the skills which enable teachers to teach and teachers' values and attitudes in regard to learners and their psychosocial development as well as values and attitudes related to one's professional development (Arshad, 2009:30).

Communicative Course book is a teaching-learning material which is the source of knowledge for students and teaching material for teachers. It is a source of facts about the language (e.g. grammar, vocabulary, etc.) and language skills (listening, speaking, reading and writing) It presents certain learning styles and suggests methods and techniques for the teacher and offer more space for students' individual and cooperative work based on their current and previous knowledge and skills and finally it provides the teacher with several means of testing and feedback about acquired knowledge and skills (Tandlichová, 2001:147).

These definitions are adopted as operational ones, except in teaching competencies, the values and attitudes competency is neglected as it requires specific tools and procedures for measurement.

2. Theoretical Background and Related Previous Studies

2.1. Theoretical Background

2.1.1. Video Lectures

Current advances in information and communication technologies have spurred the need to incorporate higher levels of technology into university classrooms (Smyrni and Nikopoulos, 2010:304). Video lecturing is an adjunct to face to face teaching, giving students an opportunity to revise the visual effect from the classroom (Whatley and Ahmad, 2007:186).

Salvagnini et al. (2011:1) add that such videos are not only a useful source of information, but also a potential help towards developing better teaching and presentation skills

Whatley and Ahmad (2007:186) assert that “Images can be worth 1000 words”, and moving images, as video, can add authenticity to the portrayal of theoretical material. Moreover, using visual information as an additional channel can aid the retention of verbal information.

Videos are good means of helping students to learn skills; accordingly recorded videos available on demand proved to be useful for students. Skills, which are traditionally taught by demonstrating in practice, lend themselves admirably presenting on video. A video can often convey a lot of information, and when these are accompanied by textual information and short learning activities, can be a valuable learning tool (ibid: 188).

The presentation of visual texts (e.g., video clips, pictures) in computer-based lectures can become a significant because complex skills can be easily broken down into their simpler components and presented visually, enhancing students’ comprehension and retention Thus, students who may have limited prior knowledge might get more benefit from information presented in the multiple-symbol system of video technology (Smyrni and Nikopoulos, 2010:305).

Videos lectures can take diverse forms and the video lecture style might have effects on the important educational parameters such as learning performance and enjoyment. One of the most commonly used is the talking-head lecture, which is the type used by most of the universities (Ilioudi et al., 2010: 22).

2.1.2. Kolb Experiential Learning

The experiential learning theory provides a description in that a teacher needs to seek ways to make the process of making conceptions and establishing the knowledge base catered to the abilities and needs of the learners (Rao and Ghanaguru, 2012: 494). In Kolb’s model, the process of learning is divided into four stages. A brief description of these stages as follows:

Concrete experience provides the basis for the learning process. Lessons at this stage engage the individual personally and learning relies on open-mindedness and adaptability rather than a systematic approach to the situation or problem.

Reflective observation makes sense of the experience. In this stage, students consider their concrete experiences from a variety of perspectives and articulate why and how they occurred. Learning occurs as a result of patience, objectivity, careful judgment, and observation. Reflection helps students break their experiences into parts and to categorize them for use in the next stage of learning.

Abstract conceptualization assimilates and distills the observations and reflections into a theory or concept. In this stage, students come to understand the general concept of which their concrete experience was one example by assembling their reflections on the key parts of their experience into a general model. Abstract conceptualization requires students to use logic and ideas to understand situations and problems. Students can require considerable help from the instructor to proceed through this stage.

Active experimentation tests the theories and leads into new experiences. In this step, students use the theories they developed during the abstract conceptualization stage to make predictions about the real world and then act on those predictions. Students' actions, of course, are a new concrete experience. (Manolas and Kehagias, 2004:2)



Figure 1. Kolb's Experiential Learning Cycle (Moore et al., 2010:39)

Kolb connects with those four phases the Concrete Experience (CE) -doing, Reflexive Observation (RO) - observing, Abstract Conceptualizing (C) – thinking, and Active Experimenting (E) – planning. They follow one after another in a cycle (Sharlanova, 2004:37).

Within the cycle each of these four components entails its own distinctive process for the learner:

1. Experiencing (concrete experience): The learner begins with an experience of a concept or situation.
2. Examining (reflective observation): The learner considers and examines the new experience from a variety of perspectives in order to find meaning.
3. Explaining (abstract conceptualization): The learner looks for patterns, builds concepts, and tests theories, considering what was learned and drawing logical conclusions about its future implications.
4. Applying (active experimentation): The learner draws upon previous insights to make decisions and apply concepts to new concrete experiences. (Dunlap et al., 2007:3)

Kolb describes experiential learning as a four part process, where the learner is asked to engage themselves in a new experience, actively reflect on that experience, conceptualize that experience and integrate it with past experiences. Furthermore, they must make decisions based on their created concepts. In the process of learning, one moves in varying degrees from actor to observer and from specific involvement to general analytic detachment (Beaudin, 1995:11).

Rao and Ghanaguru (2012: 494) illustrate that in experiential learning a visual learner could start by observing visual or pictorial representation of the learning item or issue and reflect on the generated data by looking at multiple angles and perspectives before arriving at a judgment point.

According to experiential learning, learning is the process whereby knowledge is created through the transformation of experience. Five propositions that served as the foundation for experiential learning are presented as; first, learning is conceived best as a process instead of a product. To improve learning, the focus should be placed on engaging students in a process that facilitates optimal learning. Next, all learning is relearning. A student's beliefs and ideas on a topic must be considered so they can be drawn out, tested, examined, and integrated into the new concepts. Third, learning requires the resolution of conflicts between dialectically opposed modes of adaption to the world. Fourth, learning is a holistic process of adaptation to the world that involves more than simple cognition. Learning involves the person as a whole and includes

thinking, feeling, perceiving, and behaving. Fifth, learning results from synergistic transactions between the learner and his or her experiences (Baker, 2012: 2).

The advantages of Kolb's theory can be summarized in the following way:

1. Provides ready directions for application.
2. Gives directions for the necessary range of education methods.
3. Provides effective connection between theory and practice.
4. Offers a theoretical argument of things that many teachers apply and need advice on how to improve their practice.
5. Clearly formulates the importance of students to reflect and the importance of providing feedback in order to stimulate their studying.
6. Helps to rationalize the way of combining learning styles so that learning can become more effective.
7. Without any effort, can be used in all subject areas.
8. Can be used by an individual, by teams, or by whole organisations.
9. Can be used in a particular lesson, session, or long course of study. (Sharlanova, 2004:35-36).

Experiential learning allows a student to learn from experience, draws a conclusion and uses that conclusion to assist him in similar future experiences. Experiential learning is student centered instruction rather than teacher-centered instruction. It is the student's progress through the four experiential learning stages that facilitate and drive the education process (Schellhase, 2006:20).

2.1.3. Communicative Coursebook

Coursebook constitutes an effective resource for self-directed learning and for the presentation of material, a source of ideas and activities, and a reference source for students, a syllabus where they reflect pre-determined learning objectives, and support for less experienced teachers who may be lacking in confidence (Marco, 2013:11).

Tandlichová (2001: 148) adds that it is the key medium for the development of skills on the one hand and knowledge about the multicultural background of the English language on the other hand. At the same time, it is the space for students' evaluating attitudes to the theme of the text and the life around, which highlights the importance of cultural/multicultural aspects of a coursebook.

Therefore communicative coursesbooks take in consideration that communicative approach is not just limited to oral skills. Reading and writing skills need to be developed to promote pupils' confidence in all four skill areas. By using elements encountered in a variety of ways (reading, summarizing, translating, discussion, debates) language is made more fluid and pupils' manipulation of language more fluent (Banciu and Jireghie, 2010:98).

Moreover the communicative course book is designed according to eight principles of communicative language teaching:

1. Language teaching is based on a view of language as communication. That is, language is seen as a social tool that speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing.
2. Diversity is recognized and accepted as part of language development and use in second language learners and users, as it is with first language users.
3. A learner's competence is considered in relative, not in absolute, terms.
4. More than one variety of a language is recognized as a viable model for learning and teaching.
5. Culture is recognized as instrumental in shaping speakers' communicative competence, in both their first and subsequent languages.

6. No single methodology or fixed set of techniques is prescribed.
7. Language use is recognized as serving ideational, interpersonal, and textual functions and is related to the development of learners' competence in each.
8. It is essential that learners be engaged in doing things with language—that is, that they use language for a variety of purposes in all phases of learning. (Savignon, 1987: 6)

Learning activities are consequently selected according to how well they engage the learner in meaningful and authentic language use. Abebe et al. (2012:53) confirm that communicative classroom emphasizes speaking and listening, reading and writing for communication and language use, rather than learning about the language. In the light of the communicative activities it is easy to see that communicative language teaching often takes the form of pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which students practice and develop language functions, as well as judicious use of grammar and pronunciation focused activities. Some of the most frequently classroom activities used in communicative language teaching are: Role-play, Interviews, Information Gap, Games, Language Exchanges, Surveys, Pair Work (Banciu and Jireghie, 2010: 97)

In conclusion, syllabi for language courses today seek to capture the rich view of language and language learning assumed by a communicative view of language. A language syllabus today needs to include systematic coverage of the many different components of communicative competence, including language skills, content, grammar, vocabulary, and functions. Different syllabus types within a communicative orientation to language teaching employ different routes to developing communicative competence (Prasad, 2013:4-5).

2.1.4. Teaching Competencies

Competency is defined as knowledge, skills, mindsets, and thought patterns, that when used whether singularly or in various combinations, results in successful performance. Another definition for competency is that it is the essential features of a profession to be successfully performed. It is also defined as a cluster of related knowledge, skills, and attitudes that affects a major part of one's job and correlates with performance on the job. However competency can be seen as separate from attitude in that competencies give the ability to perform, while attitudes give the desire to perform. Competencies have been considered as the central element of teacher training. Pre-service teachers should possess a number of particular competencies that enable them to teach effectively. Competency can be measured against well accepted standards, and can be improved via training and development. The teacher is competent when he has enough knowledge, skills and attitudes required to perform in the profession. This can be measured through performance indicators; measurable behaviors that may prove whether a competency is fulfilled or not (Sharbain and Tan, 2012:15).

Arshad (31-57) classify the elements of competency into three essential components:

1. Knowledge competency
2. Professional Competency
3. Personal Competency

The first one, knowledge competencies, emphasizes on the importance of educating the language teachers with good deal of knowledge about the Communicative competences which include:

- a. Grammatical or linguistic competence.
- b. Socio-cultural competence.
- c. Discourse competence; the ability to sustain coherent discourse with another speaker.

d. Strategic competence; means by which learners deal with potential breakdowns in communication.

Furthermore, the language teacher should have enough mastery of English grammar and vocabulary. Generally, a competent performance is based on sound knowledge of the context, skills and understanding of the activities being performed.

Next, the professional competency which represents deep learning in a discipline premised on deep professional knowledge on the part of the teacher. As a professional teaching, it is committed to a subject discipline for teachers to explore new theoretical paradigms about learning and teaching, thus, provide a detailed description of the performance required that enables evaluation, either by individuals themselves, or by external evaluators. Professional competency include: Planning, Questioning, Discovery and inquiry instruction, organizing the class into small working groups, Use of technology in class-room, Classroom management, Discipline, Evaluation and Recording.

The last competency, personal competency, is represented in collaboration with colleagues, communication skills with colleagues and with students.

2.2. Related Previous Study

2.2.1. Brecht and Ogilby (2008)

This study empirically tests the feasibility and effectiveness of video lectures as a form of video instruction that enables a comprehensive teaching strategy used throughout a traditional class-room course. It examines student use patterns and the videos’ effects on student learning. Groups of student in-residence course grades are compared with and without video lectures available (N = 132 and 33, respectively). The instrument for gaining information about acceptance and use is a survey given at the end of the course, but before the final exam, to the sample group of students that had video lectures available. The study aims to evaluate student acceptance and use of video lectures and the videos’ effects on grades/learning. The results indicate that video lectures appeal to many students for a variety of purposes, and are effective for learning and the final exam data show that the availability of video lectures improves final exam grades for all grade ranges.

2.2.2. Discussion

The comparison of the present study with the previous study is clarified in Table (1)

Table (1): The Comparison between the Present Study and the Previous Study

	The Present Study	The Previous Study
aim	To find out the effect of video lecturing and experiential learning on student-teachers’ ability to teach communicative coursebook and their teaching competency.	to evaluate student acceptance and use of video lectures and the videos’ effects on grades/learning
sample	(46) English language student-teachers.	(165)students of in-residence course
design	Experimental study	Experimental study
instrument	Observational checklist	Questionnaire
results	The video lectures and experiential learning influence the student-teachers’ ability to teach communicative course book and their teaching competencies positively	video lectures appeal to many students, and are effective for learning and the final exam

3. Procedures

3.1. Type of Experimental Design

The type of experimental design followed in the present study is nonrandomized control group pretest– posttest design is used to investigate the hypotheses of the study see Table (2). Two sections are selected randomly as experimental and control groups and then they were equalized in many variables those would influence the result.

Table (2) the Experimental Design

The groups	Independent Variable	Dependent variable
Experimental	Combining video lectures and experiential learning in student-teachers training course	1. The student-teachers' ability to teach communicative coursebook. 2. The student-teachers' teaching competencies: a. Subject matters competency (knowledge). b. Professional competency (Skills).
Control	Traditional student-teacher training course	

3.2. Population and Sample of Study

The population of the study is represented by fourth year college student-teachers in department of English Language/ evening studies at Colleges of Education for Women at Baghdad University. The total number population of the study is (74) distributed into the three sections.

College of Education for Women at the University of Baghdad/Evening studies is chosen purposely to represent the sample of the study. The researcher is the sample's teacher; therefore they behave naturally without the stress of their knowing about the experiment work.

Out of (3) 4th year EFL sections, section (A) is chosen randomly to represent the control group and section (C) as the experimental group. The total number of both groups is (46); the distribution of subjects is shown in Table (3)

Table (3) Study Sample

Group	Section	No of Subjects
CG.	A	23
EXP.	C	23
Total		46

3.3. Equalization

The two groups are equalized according to the following variables: the academic level of the mother, the academic level of the father, student-teachers' age and the pre test results. The two groups are equal in all variables; see Table (4) for X^2 Statistics of the equalization of the two groups in the academic level of the mother and father variables and Table (5) for The T-test statistics of equalization between the two groups in the age, and Table (6) for The T-test statistics of equalization between the two groups in pre-test variables.

Table (4): The X² Statistics of the Equalization of the Two Groups in the Academic Level of the Mother and Father Variables

Group	Variable	N.	Illiterate+ Reads and Writes+ Primary	Inter-mediate Secondary	Institute+ College + Higher Studies	Computed X ² - value	Tabulated X ² - value	d.f	Level of Significance at 0.05
Exp.	Mother	23	6	11	6	0.89	5.99	2	Not significant
CG.		23	9	9	5				
Total		46	15	20	11				
Exp.	Father	23	7	10	6	0.119			Not significant
CG.		23	8	9	6				
Total		46	15	19	11				

Table (5): The T-Test Statistics of Equalization between the Two Groups in Age Variable

Groups	No. of Subjects	Mean	Standard deviation	Df	T-test		Level of Significance at 0.05
					Computed T-Value	Tabulated T-Value	
Experimenta	23	1987	6.34	44	0.51	2.02	Not Significant
Control	23	1988	5.15	44			

Table (6): The T-Test Statistics of Equalization between the Two Groups in Pre-test Variables

Variables	Groups	No. of Subjects	Mean	Standard deviation	Df	T-test		Level of Significance at 0.05
						Computed T-Value	Tabulated T-Value	
Coursebook Teaching	Experimental	23	6.08	0.28	44	0.86	2.02	Not Significant
	Control	23	6.17	0.38				
Subject Matter Competency	Experimental	23	4.28	1.19		0.73		Not Significant
	Control	23	5.08	1.23				
Professional Competency	Experimental	23	9.26	1.13	0.39		Not Significant	
	Control	23	9.13	1.14				

3.4. Instrument of the Study

The study instrument is an observational checklist built by the researcher herself to suit the study aims. The observational checklist consists of two main parts: the student-teachers ability to teach communicative coursebook and teaching competencies, and two fields of teaching competencies: subject matter competency (knowledge), and professional competency (Skills)

Part I: The student –Teachers’ ability to teach communicative coursebook consists of six components focus on teaching the grammar, vocabulary and the four language skills communicatively.

Part II: The teaching competencies subdivided into two fields: the first one handles the subject matter, the student-teachers’ linguistic knowledge, which consists of four components: grammar, pronunciation, vocabulary and spelling.

The second field is professional competency, student-teachers’ teaching skills, which consists of eleven components: classroom interaction, classroom management, discipline, creative and critical questions, three components under lesson plan title , media and visual aids, pair and group work, learning styles and reflective teaching.

Each component scores (1) as minimum and (4) as maximum. Accordingly the lower score for first part is (6) and the higher score is (24). While the second part scores are decided according to each field: the first one lower score is (4) and higher one is (16). The second field lower score (11) and the higher score is (44); See appendix (1).

3.5. Validity

Validity is the degree to which the results can be accurately interpreted and effectively generalized (Brown and Rodgers, 2004: 241). The observational checklist is given to the jury members listed in Table (7) to assure its face validity. The jury members agree on the entire checklist component as valid.

Table (7): The Academic Ranks, Names, Fields, and Locations of the Jury Members

N	Academic Rank	Name	College
1.	Professor, Ph.D in ELT	Fatin Kh. Al-Rifa'i	College of Education (Ibn Rushd), University of Baghdad
2.	Professor, M.A. in ELT	Shatha K.AL-Saadi	College of Education for Women, University of Baghdad.
3.	Asst.Prof., Ph.D in ELT	Abdul Hameed Naser Sa'ad	College of Languages, University of Baghdad
4.	Asst.Prof., Ph.D in ELT	Madiha Saif Aldeen	College of Education for Women, University of Tikrit.
5.	Asst.Prof., Ph.D in ELT	Salam Hamad	College of Education (Ibn Rushd), University of Baghdad.
6.	Asst.Prof., Ph.D in ELT	Shaima' Al-Bakri	College of Education (Ibn Rushd), University of Baghdad.
7.	Instructor, Ph.D in ELT	Radhiyah Al-Khafaji	College of Education for Women, University of Baghdad.

3.6. Reliability

Reliability is the degree of accuracy with which a given test or a set of scores measures whatever it is measuring (Verma&Beard, 1981:86).

The internal reliability is represented by Alpha Crombach reliability coefficient (0.83) which is considered acceptable according to Kubiszyn and Borich (2000:311) who consider alphas should be between (0.70) and (0.90).

Since the observational checklist is subjective test, there is a need for an external reliability such as inter-rater or intra-rater reliability which is defined by Mackey and Gass (2005:129) as follows: Inter-rater reliability is a measure of whether two or more raters judge the same set of data in the same way. Intra-rater reliability considers one researcher's evaluations of data, attempting to ensure that the researcher would judge the data the same way at different times.

The intra-rater is selected for external reliability, the researcher selected (5) of student-teachers to observe them after a week and then test the relationship between the first assessment and the second assessment. The reliability coefficient is (0.77) which is also considered acceptable.

3.7. The Process of Experimental Work

The Experiment period starts at the beginning of the (2013-2014) academic year. The whole (duration is 13) weeks 6/10/2013 - 29/12/2013, four hours for each week. Both the experimental and control groups are pretested observing their micro teaching and then, trained on the same teaching skills and provided with the same knowledge.

However, the experimental group members will be trained by combining the use of video lectures and experiential learning phases.

The experiential learning cycle could be started from any phase; the selected phase here to start with is *Abstract conceptualization* which is defined as “Reading the instruction to get a clearer grasp on what is to perform” (Kolb and Kolb.2005:2). In this phase the student-teachers watch video lectures films classified according to the teaching of grammar, vocabulary, language skills and teaching competencies mentioned in the appendix and power point slides of detail instruction and related information to get a clearer grasp on the teaching of grammar, vocabulary and language skills communicatively besides the main teacher competencies as what is to perform for their practicum.

The followed phase is *Active experimentation* – “Jumping in and doing it” (ibid). The student-teachers in this phase act (through micro teaching) what appears in the film and then record videos of their acting by their smart phones. The third phase *Reflective observation* – “Thinking about what you just performed”. Each student-teacher in this phase reflects on what she has just done by using an observational checklist to evaluate herself as she watching her recorded performance. The fourth phase is *Concrete experience* – “Using the suggestion for discussion to get feedback” (Ibid). The trainer and other student- teachers evaluate the mentioned performance and then discuss to get feedback. On the other hand the control group members will be trained by providing them with detail instructions about the teaching competencies and then engaged in micro teaching to get feedback. Finally, both groups are post tested by observing their microteaching.

3.8. Statistical Tools

The following statistical tools have been used to achieve the aim of the present study:

MANOVA (Multivariate Analysis of Variance): it is used for direct testing of the null hypothesis with respect to all the dependent variables in an experiment.

Multivariate analysis of variance (MANOVA) is an analysis of variance in which there is more than one dependent variable. For example, subscales from the same questionnaire may all be included in a MANOVA to overcome problems associated with multiple testing. Subscales from most questionnaires are related but may represent different aspects of the dependent variable (Taylor, 2011:3).

T- test for Two Independent Samples

The t-test is used for the equality of the experimental and control groups in the age of students, pre-test results.

$$T = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2(n_1 - 1) + S_2^2(n_2 - 1)}{n_1 + n_2 - 2} \left\{ \frac{1}{n_1} + \frac{1}{n_2} \right\}}}$$

Where: X_1 = the mean score of the experimental group. X_2 = the mean score of the control group. n_1 = the number of the subjects of the experimental group. n_2 = the number of the subjects of the control group. S_1^2 = the variance of the experimental group. S_2^2 = the variance of the control group. (Stevens, 2007: 159)

Chi-square: it is used for equalizations among the two groups of the in certain variables.

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

Where:

O = observed frequency. E = expected frequency

(Hinton, 2004: 107)

Pearson Correlation Formula: it is used to find the correlation of an item with the whole score.

$$r = \frac{N \sum xy - \sum x \sum y}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

Where: x = the first variable. y = the second variable. N = the size of the sample
(Rodgers and Nicewander, 1988: 61)

Formula of Discriminating Power: it is used to measure the discrimination power of the test items and components

$$D = \frac{T_u - T_l}{(n)(s)}$$

Where: D =item discrimination . T_u =the upper mark. T_l =the lower mark. n = the subjects number. s = the higher mark for each component (Ebel and Frisbie, 1991: 231)

Alpha Cronbach Formula: It is used to calculate the internal consistency of the tests.

$$\alpha = \frac{n}{n-1} \left[1 - \frac{\sum si^2}{sx^2} \right]$$

Where: n = Number of items in a test. Si^2 = the variance of single items. Sx^2 = the variance of the total test (Cronbach, 1951: 299)

4. Results, Conclusions, Recommendations and Suggestions

4.1. Results

4.1.1. Data Analysis

To find out the effect of combining video lectures and experiential learning on the EFL student-teachers' ability to teach communicative course-book and their teaching competencies, the following hypothesis is investigated: There are no statistically significant differences between the control and the experimental groups' student- teachers' ability to teach a communicative course book and their teaching competencies (subject matter and professional competencies).

First of all Levens Test of Equality of Variances is used to test the homogeneity of the dependent variables. In Table (8) the F- calculated values are lower than tabulated value which indicate that there are no significant differences among the dependent variables with $P > 0.05$ and $df_1 = 1$ and $df_2 = 44$, i.e. they are homogenous.

Table (8): Levene's Test of Equality of Variances

Dependent Variables	Df1	Df2	F-value		Sig. At 0.05
			Calculated	Tabulated	
Course book	1	44	1.490	4.08	Not sig.
Subject matter	1	44	2.109		Not sig.
Professional	1	44	0.87		Not sig.

The results of One-Way Multivariate Analysis of Variance in Table (9) show that the calculated F-values are higher than the tabulated value which indicates that the independent variable has an effect on the dependent variables, i.e. there are significant differences between the control and experimental groups that leads to rejection of the null hypothesis.

Table (9): The Results of One-Way MANOVA of the Effect of the Dependent Variable on Independent Variables

The effect	Wilks Lambda Value	Hypothesis df	Error df	F-Value		Sig. 0.05
				Calculated	Tabulated	
Dependent Variable	0.39	3	41	16.30	2.60	Significant

Table (10) displays the results of between subject effects which show the effect of the dependent variable on each of independent variables to find out the size of effect for each. The results show that F-values for all dependent variables are higher than tabulated one which

indicates that all of them are influenced by the independent variable. Eta values show that the highly influenced dependent variable is the professional competency with 32% size of effect followed by ability to teach communicative course book 30%, and then, the subject matter competency has size of effect 0.17.

Table (10): The Results of MANOVA between Subject Effects

Dependent Variables	Df	Sum Squares	Mean Squares	F-Value		Sig. 0.05	Eta Size of Effect
				Calculated	Tabulated		
Course book	1	46.00	46.00	18.86	4.08	Significant	0.30
Subject matter Comp.	1	13.58	13.58	9.29		Significant	0.174
Professional comp.	1	339.67	339.67	20.97		Significant	0.32

4.1.2. Discussions

The results show that the combining of video lecturing with the experiential learning phases has a clear effect on student-teachers ability to teach the course book communicatively and their teaching competencies. These results support the Clark’s et al (2010:53) invitation on the necessity of using experiential learning in teacher education program by saying that “the inclusion of experiential learning instruction in teachers’ education programs should be considered vital to prepare teachers in career and technical education fields.”

Furthermore, Richard (cited in Rao and Ghanaguru, 2012:493) illustrates that “By observing the teaching –learning environment, these learners implicitly conjure images about teaching and learning and these images play a vital role in viewing a teacher training program.”

Obviously, the dependent variables diver in their size of effect, since communicative teaching ability and professional competency are influenced more than knowledge and psychological aspects, subject matter and personal competency. However, the subject matter competency has influenced by the independent variable which indicates that providing the student-teachers with lectures presented by native speakers reinforce their language ability besides their enforcing to use the language through imitating of watched lessons or reacting the lessons with different content.

Generally, learning styles are neglected aspect in spite of their great importance in communicative language teaching as inserted by Oxford (2003:1) “learning styles and strategies are among the main factors that help determine how—and how well—the students learn a second or foreign language.” The student-teachers in this study have neither theoretical nor practical idea about learning styles. Meanwhile providing them with video lectures about learning styles and how they could be used in language teaching supported by learning by doing of experiential learning show positive effect on handling learning style in the learning-teaching process.

In sum, making use of technology and active learning reinforces the teachers’ education programs.

4.2. Conclusions

The conclusions of this study can be displayed as follows:

1. The combining of video lectures and experiential learning has a positive effect on the student- teachers’ ability to teach communicative course book and their teaching competencies.
2. The professional competency has been influenced more than other dependent variables as the size of effect is 32%.
3. The student-teachers’ ability to teach communicative course book has the second rank after the professional competency with 30% size of effect.
4. The using of videos presented by native speakers and practical training on language teaching supported the student-teachers’ subject matter competency.

5. The psychological aspect that represented by personal competency gain nearly the same size of effect of subject matter competency 17%.

4.3. Recommendations

1. Supplying the study classes with data show projectors to facilitate the using of films and technology as they improve their effectiveness in teaching- learning process and teacher education programs.
2. Emphasizing on the importance of active learning in teacher education programs.
3. Preparing carefully studied films that handle all the aspects of teacher education programs.

4.4. Suggestions for Further Studies

Depending on the results of the study the following suggestions are set

1. Studying the effect of video lectures experiential learning on in-service teachers.
2. Studying the effect of the video lectures on EFL students' linguistic abilities.
3. Studying the effect of experiential learning on developing the EFL students' language skills.

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